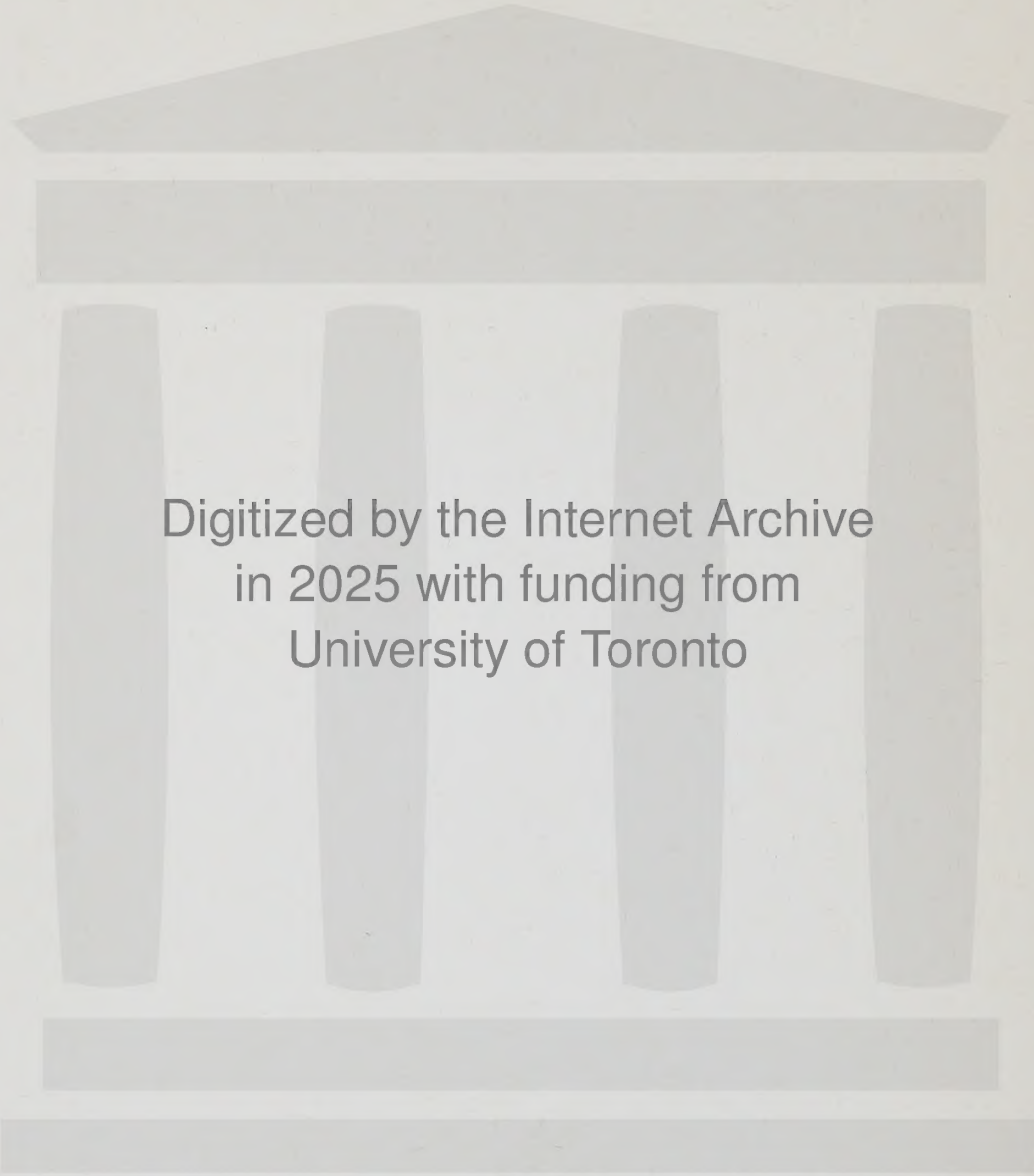


04EC
371.333.1
059DE/S



Ontario School Radio Broadcasts 1968/69



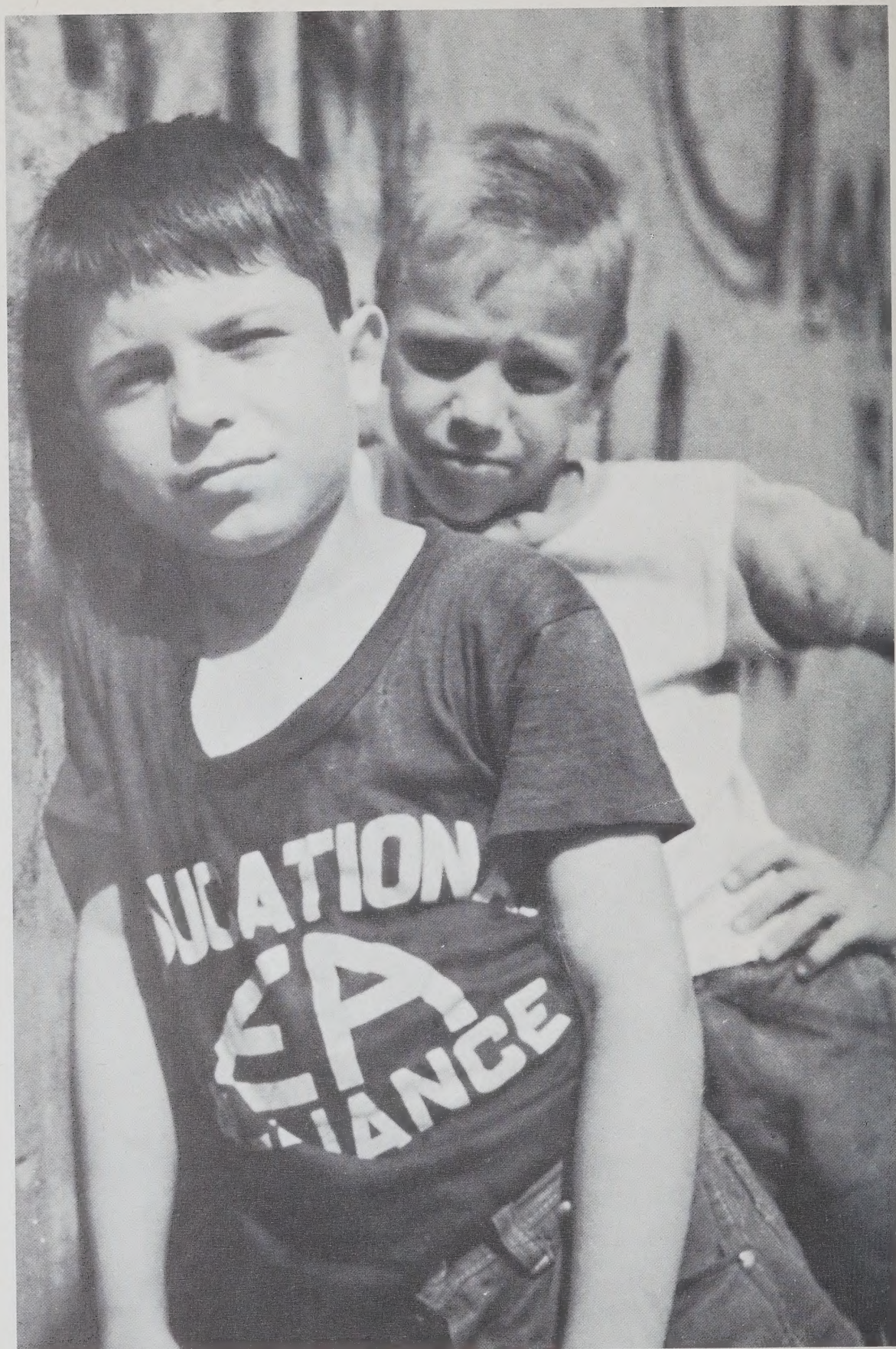
Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

Ontario School Radio Broadcasts

Spring Term

Presented by
Ontario Department of Education
in co-operation
with the
Canadian
Broadcasting
Corporation





Rod & Charles

Grade Six Mondays, 2:03 to 2:30 p.m.

Will Charles escape from inside the thermometer where he is being held captive?

Will Rod discover the glow-worm's secret before they discover his?

Tune in anytime between March 24 and May 26 to find the answers to these and other equally incredible questions on the Rod & Charles show which has become a weekly habit with thousands of girls, boys, teachers, and eavesdropping parents across Ontario every Monday at 2:03 p.m.

Will John O'Leary ever find the perfect joke?

Tune in next Monday, or any other, and find out. Or, better still, write Rod and Charles and help in the quest. Jokes and comments are all gratefully received and will be replied to—in kind. The address?

Rod & Charles

CBC Box 500

Terminal "A"

Toronto, Ontario.

A FABLE FOR SPRINGTIME March 24

Mr. Mean loves his plants in his garden, but nothing else. One night he turns into a flower, and discovers how his plants feel about *him*. If you can see yourself as others see you, you might find out that you're giving the wrong message to people!

ONE THING OR ANUDDER

A curdling melodrama as Rod and Charles try to get the inside story of how cows give milk.

CHARLES AND THE BEANSTALK March 31

Rod and Charles once again up-date a familiar fairy tale. Any good story can be told with different characters and settings, and the students might try their own version of Jack and the Beanstalk using themselves and their friends as the characters.

COME OUT OF YOUR SHELL

With the aid of a smart aleck Easter Bunny, our two heroes have a cracking good time investigating the history of the Easter egg.

MOTOR CARS AND YOU April 14

How do you account for the bad and dangerous driving that's sometimes done by people who are utterly nice when they're *not* behind the wheel? Rod and Charles teach you how not to turn into a monster when you get old enough to drive a car.

A SNAPSHOT IN SOUND

Picture Rod and Charles interviewing George Eastman with the aid of their time machine.

IS CHARLES ALIVE? April 21

Doctor Al Live shows us how complicated it is to prove that something's truly a living creature. The doctor finally proves that Charles is indeed alive, and he is a St. Bernard dog. Could the class prove that Charles *isn't* a dog?

A SEARCH THROUGH SPACE

Our two stars investigate the planets in a space drama with a surprise ending.

A REALLY BIG SHOE April 28

Factual frivolity as Rod and Charles hotfoot it through the history of footwear.

THE COWBOY

What happened in the real Wild West? Was it really so wild? Rod and Charles go back a century, in search of the glamour and danger in TV westerns, and find something rather different.

AN INTERVIEW WITH KARL MARX May 5

The Father of Communism turns out to be a very talkative ghost when Rod and Charles visit his grave. In many ways things haven't turned out as Marx expected.

A FAHRENHEITICAL FANTASY

Charles takes his temperature—from *inside* a thermometer.

DEATH IN THE AFTERNOON May 12

A verse drama about the carnivores of the plant kingdom: meat-eating plants.

KINGS AND QUEENS

How do people get to *be* leaders? From the old man of the tribe to the politician scrambling for votes, Rod and Charles take us on a whirlwind tour of the history of political leadership.

SHINE LITTLE GLOW-WORM May 26

Rod and Charles investigate why fireflies have such pulsating posteriors.

ANTS IN OUR PLANTS

Rod records an amazing broadcast by ABC—the Anthill Broadcasting Corporation. Ant radio is very ant-teresting, to say the least. Perhaps the class could devise radio programs broadcast by other insects and animals, using their imaginations to see the world through very different eyes.

Sounds in Music

The ten music programs to be broadcast on succeeding Tuesdays from March 25 to May 27 are planned in keeping with the new fluidity of individual student progress; therefore no exact grade levels are suggested. Students from Grades 4 through 9 should find the programs stimulating. The purpose of the series is to open the ear. The programs will induce students to notice sounds and to listen as they may not have done before.

The ear can never be closed. Unlike the eye which shuts at will the ear is exposed and vulnerable. For protection the mind turns off a great deal of sound. For music, the ear must listen.

Sounds in music will encourage student experiments. The importance of young people investigating sound for themselves cannot be overstressed. The efforts may be crude and lack design or grace but they will be their own. The writer and narrator of the series, Laughton Bird, Co-ordinator of Music Education, North York, will welcome comments, suggestions, or tapes of experiments: Sounds in Music

Ontario School Radio Broadcasts
CBC Box 500
Terminal "A"
Toronto, Ontario.

The proposed themes for the programs are:

NATURAL SOUNDS March 25.
MECHANICAL SOUNDS April 1.
SILENCE April 8.
POP TUNES April 15.
POP TUNES April 22.
SIGNALS April 29.
TEXTURE May 6.
TAPE MUSIC May 13.
SYMMETRY—YES AND NO May 20.
RECAPITULATION May 27.

References:

Arts Canada, Brodsky, Anne, ed. 129 Adelaide West, Toronto. \$10.00 yearly, 4 issues. (See June, 1968, "Sound and Image"; October-November, 1968, "The New Education in the Arts".)
Cage, John. *Silence*. Cambridge, Mass., MIT Press, 1967. p. 276. Paperback. About \$3.25.
Schafer, R. Murray. *The Composer in the Classroom*. Toronto, BMI Canada Limited, 1965. p. 37. About \$1.25.
Schafer, R. Murray. *Ear Cleaning*. Toronto, BMI Canada Limited, 1967. p. 46. About \$1.25.

NORTH COUNTRY SUITE

Allegro scherzando

2nd movement

con sord. pizz. Div. *pp* cresc.

1st *pp*

2nd con sord. pizz *f*

Viola con sord. gliss. through bar *f* *p*

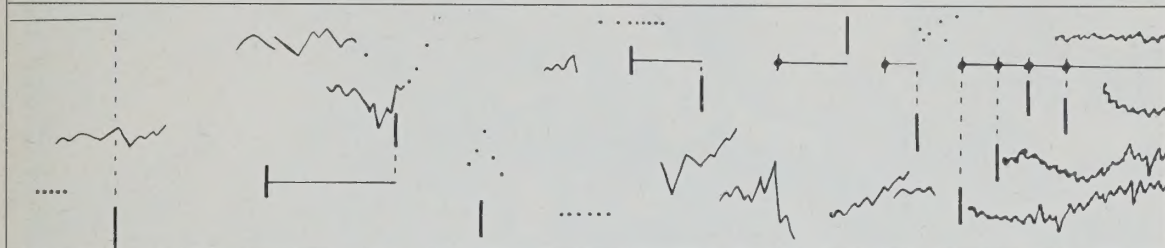
Cello gliss. through bar *p* *pp*

Bass

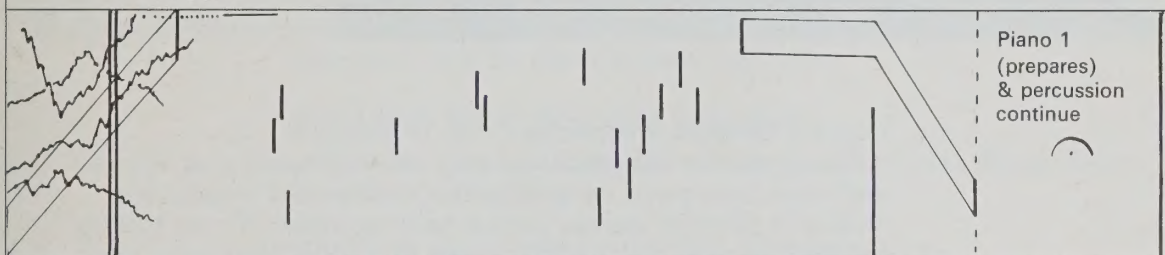
mf Div. *f* (through bar) gliss. *p* gliss. *f*

Here is a standard score for a string orchestra. Instrumental parts are set down in some order as those for a choir. Higher voices on top (violins—the “sopranos”), the next in range, below (violas—the “altos and tenors”), the next, below them (cellos and basses—the “baritones and bases” of the string orchestra).

IMPROVISATION



Part Four A



In the new "graphic" notation, voices and instruments improvise, following the contours of the lines. General duration of sound is indicated by length of lines. (Dots are short notes.) General pitch is indicated by relative high to low (the higher the mark, the higher the pitch).

What Next?



Primary Division Wednesdays, 2:10 to 2:30 p.m.

Thank you for the encouragement and comments your letters and notes have given us, and for the pleasure and insights the children's pictures, stories, poems, have provided. We are looking for ideas for next year's series: if any of your children have keen interests which you think we could use in future broadcasts, please let us know what they are.

As you will see in the following program notes, T.J. will appear on two consecutive weeks (April 9 and 16) for the first time. The first broadcast is almost a prerequisite to full enjoyment and understanding of the second. As this is an experiment, we are anxious to know whether you and the children like this idea.

You will also notice that the first three broadcasts in May are on a spring theme. Whether you are still ankle-deep in snow, or enjoying the pleasures of spring, we hope that these broadcast experiences will complement your studies in natural science, language, social studies, art and music.

Please write to us. The address is:

What Next?

CBC Box 500

Terminal "A"

Toronto, Ontario

SHIPWRECK! March 26

What child can resist the excitement and drama of exploring an old underwater wreck? Today you'll find one in your own imaginary ocean or lake and you can explore its mysteries. Move among the children to observe and encourage them as they work.

"I'VE GOT RHYTHM" April 2

This creative dance broadcast will provide opportunities for each child to explore the many different ways his body can express the rhythm which is so vital a part of him.

T.J.—PART 1* April 9

T.J. will have another of his usual (or unusual?) adventures.

T.J.—PART 2* April 16

T.J. will explore and re-examine his adventure of the April 9 broadcast.

(*See general notes above)

SOUND CAN MOVE US! April 23

All year we've been exploring SOUNDS. Today we hope to deepen this awareness. Children in the studio will share their ideas with you. Be ready to listen and move.

WHO ARE YOU? WHO AM I? April 30

Through his friend Sigo, T.J. will find out surprising things about himself and other people.

"SPRING IS BUSTIN' OUT ALL OVER" May 7

What better way to discover, feel, and explore the forces of nature at work in spring growth than through creative dance?

"IN MAY, I SING NIGHT AND DAY" May 14

Today we'll celebrate spring with children's lore: chants, poems, songs, and games of springtime. Do join in.

COMING ALIVE! May 21

Animals respond to spring in different ways. You'll discover some of them through creative drama.

SPECIAL May 28

We've decided to let our final broadcast be a surprise. We hope you'll enjoy it.

Now Hear This



Grades Four and Five Thursdays, 2:03 to 2:30 p.m.

It's spring and John Kastner is going north. In fact, springtime and the north are the two main sources of inspiration for this term's programs in Now Hear This.

By north, we mean especially Ontario's north: the land, the people, the industry, the problems, the successes. Our northland is so rich in resources, so busily being developed to support man, that it is an ideal place to study many of the problems that the world is focusing on today. Integration and alienation, traditional values confronted by contemporary realities, pollution of natural resources: these are some of the problems of today, of the world, and of Northern Ontario. Now Hear This will take a look at them and then it's up to you.

Sounds very serious, and it is, but we won't be dull about it. John Kastner will wend his way through the fantastic and the real, and will invite children to participate in the programs as he has in the past.

What can be done to prepare for Now Hear This? Just tune us in, both on the dial and in the ear. One of the best ways to get ready for a program is by doing some ear-tuning exercises.

Take some time to practise listening. What sounds can you hear in the classroom? outside the classroom? in the halls? inside yourself? It's surprising how acute and selective the ears can become with a little practice. Such practice helps the children to hear the subtleties of sounds in the broadcasts, and prepares them to listen while they're moving around during a program.

What can you do to prepare us for keeping Now Hear This fresh and interesting for you? Keep sending us your reactions, pictures, poems, songs, stories, or commentary, to keep us in close touch with the people for whom we are preparing programs.

Write to:

Now Hear This
CBC Box 500
Terminal "A"
Toronto, Ontario

FOLK-SONGS ABOUT EARTH March 27

John Kastner is thinking about spring. Spring and re-birth are celebrated in song. But one song asks, "What have we done to the rain?" What are we doing to our environment? This is a program of recorded songs which we will list at the end of the broadcast. Sing along with the folk-songs that you know.

TREES April 3

John Kastner investigates lumbering in Northern Ontario. What is it like in a lumber camp? What does this industry mean to Ontario? Who cares about trees anyway?

LAND OF THE FAR NORTH April 10

What lies above the tree-line in this country of ours? Ice. Snow. Sudden spring. The forces of nature shape the land south of the tree-line too! Children can explore the shape and form of this landscape through dance. Make space for this far-north dance.**

NORTHERN ONTARIO: GIANT MACHINES** April 17

Gigantic machinery is changing the face of the north: machinery for building highways, for developing mines, for surveying land, for defense, for recording weather. How do you feel when you see an earth-mover in operation? What skill and precision has gone into the creation of these enormous machines? Children can work out their own ideas of the power and efficiency of machinery. They'll need lots of space to do so.**

FROM OUR CANADIAN HERITAGE April 24

John Kastner presents stories, folk-tales, and songs from our Canadian heritage. But what are the tales of today that our great grandchildren might tell? What songs will they sing about us, their ancestors?

WHOSE AIR? WHOSE WATERS? May 1

John Kastner investigates what's happening to Ontario's waterways, to Ontario's air. What are we doing to our environment? And is our water *our* water? Is our air *our* air? Or are we, as the song says, "All in the same boat, brother"? John Kastner has some fun trying to find answers.

MORE ABOUT WATERWAYS May 8

From Hudson's Bay to the Great Lakes, rivers, streams, falls, canals: Ontario! Even the name "Ontario" means "beautiful water": in the Iroquois language, "Ontare" means lake, and "io" means beautiful. During this program, children can explore the moods and motion of Ontario's waterways in many different ways. Clear plenty of space for movement. **

ALIENATION AND INTEGRATION May 15

Ontario's people represent a vibrant kaleidoscope of national origins. People come from other lands. People come from other provinces. People come looking for work, looking for peace, looking for space, a new home, for a place to stand. How does it feel to come into a community for the first time? How does it feel to be an outsider? How does it feel to be part of a group? Children will have a chance to identify and express some of these feelings in a creative way. They'll need lots of space to work in. **

WHO SINGS FOLK-SONGS? May 22

Folk-songs usually tell a story about real places and real people. John Kastner visits a folk-singer and hears the folk-tales and the songs based on them. Think about the word "folk-singers". Now cut it in half: where else do you find the word "folk"? How do you use it?

SALUTE TO SUMMER May 29

And that's just what this program is. Happy holidays.

**These programs invite children to participate actively. Reactions to such programs show that children nine and ten years old can use space to good advantage. Most classrooms are big enough if children are practised in listening and moving, and provided they have a good sound system. It is helpful, incidentally, to have additional radios or speakers placed around the classroom. The best place for children who are still developing control in listening and moving is the gymnasium where they have plenty of space. Again, two or more radios can provide good sound. Often children need the steadying influence of their teacher moving among them during the broadcast, and it's a good way to discover where the radio can be heard best. In some schools the gymnasium is so heavily booked that one class cannot get it for the broadcast period. Why not try two classes in a gym with both teachers working among the children? Children learn a great deal more than one suspects when they are busy working out their own ideas. These programs provide a starting point for this kind of experience.

